

Ideal Components of an



English Language Learning

Policy or Plan

Best Practices
for the Missouri School
Improvement Program
(MSIP) Review

School districts must systematically identify and assess the educational needs of students whose native or home language is different than English, and districts must provide appropriate programs to address these unique needs. This information should be documented to show district compliance.

Necessary Policy or Plan Components

These components comprise the minimum of an English for Speakers of Other Languages (ESOL) policy or plan that all districts should have in place for identifying and working with English Language Learning (ELL) students.

IDENTIFICATION

The district must have a procedure in place for identifying ELL students who are enrolling in school. This screening must determine if there is significant use of a language other than English in the students' background. Such a screening must be administered to all enrolling students and should consist of either a Home Language Survey or an enrollment form with questions about language use in the home.

ASSESSMENT

The district must have a plan in place to assess students identified as ELL. This may consist of a standardized measure, or it can be a combination of a standardized measure and informal assessment tools (teacher observation checklist, grades, parental input checklist, etc.) Regardless of the measure(s) used, all language modalities – reading, writing, speaking and listening – must be assessed, including comprehension.

SERVICES

The district must have a plan to aid ELL students who have been identified and assessed as needing services. These services might vary depending on resources and context (for example, the number of ELL students compared to the available number of ELL teachers).

TEACHER QUALIFICATION

When enrolling 20 or more ELL students, the district must have documentation that any ESOL-endorsed teacher hired to serve ELL students is fluent in English and any other language used in the ELL program.

PARENTAL NOTIFICATION

The district must have a written statement to notify parents of ELL students within 30 days from the start of the school year that their child is being placed in an English language program. If a child enters the program during the school year, this time frame is two weeks.

PARENTAL INVOLVEMENT

The district must have a written statement for timely notification of parents of ELL students when activities are planned.

WORKING WITH PRIVATE SCHOOLS

The district must have a written statement to consult and coordinate with private schools in a timely manner for equitable service delivery.

PROGRAM FAILURE NOTIFICATION

The district must have a written statement to promptly notify parents when the ELL program is failing to ensure language proficiency.

Implementation

- ▶ The district must show evidence that it actually uses an acceptable screening procedure.
- ▶ If ELL students are identified, there must be evidence of an acceptable assessment procedure to determine English language proficiency.
- ▶ If ELL students are identified, there must be evidence that appropriate services are being provided so limited English proficiency is not a barrier. There must be evidence that parents are notified when their children are placed in an English language instruction program, as well as when the ELL program is failing to ensure English language proficiency. There must be evidence that private schools are being consulted for service opportunities.
- ▶ When ESOL-endorsed teachers are hired, there must be evidence that the teachers are fluent in English and any other language being used in the program.

Evidence

All of these elements must be in place during the MSIP review:

- 1 enrollment form (*when the Home Language Survey is not in place*)
- 2 adopted or adapted Home Language Survey form (*when the enrollment form is not in place*)
- 3 assessment tool (*districts with ELL students must have one in place*)
- 4 written agreement to borrow an assessment tool when the first student arrives, including the original signatures of the borrower and the lender (*districts with no ELL students may use this option in place of the assessment tool*)
- 5 adopted or adapted parental notification form
- 6 fliers or letters sent to parents that announce activities (*including means of communication*)
- 7 school documentation, including assurances and job advertisements when an ESOL teacher is not in place after 20 or more ELL students are enrolled
- 8 summary of the ELL program, including the models being used by the district and any scientific research conducted during program design
- 9 sample letter or form to notify parents when the ELL program is failing to ensure English language proficiency.

The *Educating Linguistically Diverse Students Handbook*, located at <http://www.mo-mell.org/resources.htm>, contains a wealth of information. All people working directly with Limited English Proficient (LEP) students, including parents and the support staff, should take time to familiarize themselves with this handbook. The district LEP/ELL plan should include how the information in the handbook will be disseminated district-wide to all personnel who serve LEP/ELL students.



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